



2018 - 2019

Local School Plan for Improvement

Duluth High School

Eric R Davidson, *Principal*

Dr. Reuben Gresham, *Assistant Superintendent*

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI), with targeted goals based on student achievement results. These goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Data is used to determine areas needing improvement and to identify specific, measurable, annual objectives. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement. Please contact the local school principal for more information about the school's plan and progress.

• Long Term Goal

College and Career Ready-

Students will have access to the maximum level of rigor where they can be prepared for success in post secondary work. Move on When Ready participation, Advanced Placement course participation, and Maxwell High School Industry Certifications will increase.

o Annual Goal

College and Career Ready Students will have access to the maximum level of rigor where they can be prepared for success in post secondary work. *Move on When Ready participation will increase by 15%. *Advanced Placement Course participation will increase by 15%. *Industry Certifications will increase by 15%, and participation in Duluth Pathways, such as CTAE, Healthcare Science, Computer Science and Fine Arts will increase by 15%. [This is the inaugural year of our DREAMS Academy (STEAM Program) where baseline data will be collected for that program.]

Implementation Design

• Building Parent Capacity

Building Parent Capacity by providing parents and students support in transitioning to MOWR, Maxwell, or other programs offered through Duluth High School that prepare students for college and careers.

• AP Recommendation Process

Students will participate in an open enrollment process for AP courses. Teachers will then recommend students for the courses rather than having students complete a complex application process.

• AP Teacher Collaboration

AP teachers will continue to meet and collaborate about the best ways to improve the AP process. The main points of focus will be:

1. How to increase student enrollment in AP classes.
2. How to use effective formative assessment strategies daily to ensure that students are not falling behind.
3. How to maximize the number of students participating in taking the AP exam in their respective class.

• Building AP Teacher Capacity

AP teachers at Paul Duke STEM participated in Summer AP Institutes to insure that they are up-to-date with the latest information from the College Board. These teachers also participate in on-going professional learning and collaboration with AP teachers at Norcross HS and Duluth HS as well as regional AP conferences to support their continued development.

• Duluth High Pathways

The number of students completing Duluth Pathways such as CTAE, Fine Arts, Computer Science, Healthcare Science will increase by 15 % for the upcoming year.



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- **Industry Certifications**

The number of Duluth High School students earning industry certifications at Maxwell High and through our in house Healthcare Science Program will increase. This will be accomplished by clearly articulating the advantages at the beginning of students' Maxwell experience as well as the HOSA program of study. Duluth High counselors in conjunction with Maxwell staff will collaborate to deliver this message.

- **Maxwell High Participation**

We will increase Maxwell participation by:

1. Engaging in early identification of students whose interests are aligned.
2. Inviting Maxwell representatives to communicate with our students in their classrooms and during lunch.
3. Including relevant Maxwell information in Counselor Talks that take place in classrooms.

- **MOWR Participation**

Move on When Ready student participation rate will increase by 15% through the use of our partnership with GA Tech in our Ga Tech Math Lab, through students attending dual enrollment classes as well as by hosting informational meetings each semester to inform upcoming students and parents of the programs. Counselors will continue to identify students appropriate for these courses and meet with the student and parent.

- **PSAT AP Potential Data Focus**

Utilizing data from the following three data sets we will identify students who show the potential to be successful in various AP courses:

1. The College Board site gleaned from the 10th grade PSAT administration
2. 8th Grade Cogat
3. 8th Grade PSAT,

Students will subsequently be contacted about enrolling in the courses for which they showed potential to be successful.

- **Recognition and Awareness**

Duluth High School will recognize AP "high flyers" who have scored 3 or higher on exams using banners, announcements, awards, and a plaque in the atrium. This will bring positive attention to the AP programs and be a motivator for more students to participate in taking the exams.

- **STEAM/ D.R.E.A.M.S. Programs**

Duluth High School will make grade level wide cross curricular connections to develop overarching projects and problems that have applications in each subject area. This will include foreign language.

The D.R.E.A.M.S. program will be implemented to provide continuity between the middle school project based model of learning and the high school 9th grade academy.

- **Long Term Goal**

Duluth High School will increase student achievement in the areas of Social Studies, Science, Language Arts, and Math for all students.

- o **Annual Goal**

Duluth High School will perform above the district and state average for each subgroup and subject area for the Georgia Milestones Assessment.

Implementation Design

- **Building Parent Capacity**



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Building Parent Capacity by partnering with parents by providing materials, information and assistance in understanding state and local standards as well as assisting their child and working with educators to monitor and improve progress. Provide materials and information related to behavior management, attendance, and teaming with educators to improve student success.

- **Collaborative Planning**

Course teams will be provided time to plan collaboratively to develop assessments that reflect higher level Depth Of Knowledge constructed response questions as well as project based learning reflecting the STEAM curriculum and focus of one of the feeder middle schools. This time occurs weekly and through collaborative planning days set aside for each course team.

- **Constructed Response Strategies**

Teachers across content areas will begin to incorporate open ended questions that require Depth Of Knowledge three and four levels of understanding in an effort to prepare students for the Georgia Milestones Assessments.

- **EOC Bootcamp**

Teachers will host EOC Bootcamps before/after school as practice opportunities for students to study for the Georgia Milestones Assessments content wise as well as practice the depth of knowledge questions and test taking strategies.

- **Extended Learning Time**

Students who have failed critical courses will be provided extended day opportunities to participate in credit recovery and/or a summer program in order to regain credit.

- **FIP Training**

Curriculum Teams will take part in Formative Instructional Practice training during collaborative planning days. Teams will deconstruct standards and examine current instructional practices as well as redesign current assessments.

- **Literacy Initiative**

As a part of the school-wide literacy initiative, teachers across content areas will incorporate reading and writing strategies in an effort to prepare students for the Georgia Milestones Assessment.

- **Lunch Lab/Summer Program To Remediate Failure Rates In Critical Subjects**

Students who have failed will be provided extended day opportunities to make those credits up by taking classes in a computer lab outfitted by Gwinnett Online Campus. This partnership allows students to either take classes they have failed or a class they have not taken yet. Classes will also be offered using the Hybrid Online model with support from a content teacher. Upperclassmen are prioritized.

- **Professional Development on Effective Practices**

Targeted professional development will be provided focusing on equipping teachers with resources and information regarding the content and structure of the assessments, formative assessment training, professional learning communities as well as targeted ongoing professional development with teachers on effective teaching strategies and classroom management.

- **Quality Plus Teaching Strategies**

Curriculum teams will examine, break down, and rework the Quality Plus Teaching Strategies to make them meaningful for each subject matter with concrete examples drawing parallels to exemplary and proficient performance of these strategies.

- **USA TestPrep Practice**



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Students in EOC courses utilize USA TestPrep extensively to practice content as well as depth of knowledge questions in preparation for the Georgia Milestones Assessments.

- **Long Term Goal**

Duluth High School will increase the graduation rate for all students.

- o **Annual Goal**

Duluth High School will increase literacy skills in the areas of reading and writing and develop students' ability to use higher order thinking skills to complete document based constructed responses. These efforts will result in measured improvement on the Gateway Writing Assessment for first time test takers. The mean scale scores will improve from 535 to 565 in Science and from 568 to 590 in Social Studies.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity by partnering with parents by providing materials and training, information and assistance in understanding local standards as well as assisting their child and work with educators to monitor and improve student literacy and document based writing.

- **Document Based Constructed Response Strategies**

Teachers across content areas will begin to incorporate open ended questions that require Depth Of Knowledge three and four levels of understanding in an effort to prepare students for the Gateway assessment. Teachers across curriculum areas will incorporate document based writing opportunities into formative assessments.

- **Gateway Bootcamp**

Students are offered Gateway Bootcamp practice opportunities outside of school hours through the Science and Social Studies departments to help them mimic the Gateway experience, practice the test, and get immediate feedback on performance.

- **Gateway C25**

Students who previously failed the Gateway or are deemed at risk for failing will be placed in a C25 class to prepare them for the Gateway test. The C25 teacher will practice basic writing skills, document based writing, guided reading, vocabulary, etc. with the students to build basic skills.

- **Gateway Intervention Class during lunch/C25**

Students who have failed a Gateway exam will have the opportunity to participate in Gateway intervention classes during the Connect 25 portion of our school day. Increased focus on Seniors and Juniors who are on track but failed the Gateway as well as off track students. Also, focused special education Gateway Intervention class held to provide the small group, intensive work needed for those students.

- **Gateway Intervention Modules in eCLASS**

All students have access to interactive Gateway Intervention Modules on eCLASS. Teachers will use these during classes and during C25.

- **Gateway Mini Tasks**

Students will perform Gateway Mini Tasks in class during the year across the curriculum to help prepare for the test.

- **Gateway Training For Teachers**

Representatives from the Georgia Center For Assessment will provide training to Duluth science and Language Arts teachers to develop best practices for grading the spring Gateway to be used as the performance final. It will also



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provide them with the information and strategies necessary to delineate sample papers of varying quality levels to be used as examples and subsequently give effective constructive feedback during practice writing sessions.

- **Peer Editing Of Gateway**

Ninth and tenth grade students will be exposed to the Gateway rubric. Students will then discuss released Gateway papers and practice editing other student's papers utilizing the Gateway rubric.

- **Practice Gateway Exams**

Ninth and tenth grade students will participate in a practice Gateway writing assessment during the fall and spring semester. The fall semester test each year will be sent off for grading by the Georgia Center for Assessment and counted as a test grade. The spring tests will be graded collaboratively by science and language arts teachers based on the rubric and guidance of training provided by the Georgia Center for Assessment. The spring practice test will be counted as the Performance Final Grade.

- **Senior Gateway Focus**

Seniors in need of passing the Gateway exam will receive instruction during the Connect 25 intervention portion of their school day. This intervention will be during the school day allowing students to gain remediation hours in an effort to qualify for the Gateway alternate if needed.

- o **Annual Goal**

Duluth High School will continue on its trajectory of increasing the percentage of our students who graduate. Duluth graduated 70% of its students in the 2012-2013 school year, 74% in the 2013-2014 school year, 80% for the 2014-2015 school year, 75% for the 15-16 school year, 79% for the 16-17 school year and 84% for the 2017-2018 school year. Our goal is to graduate 85% of our student for the 2018-2019 school year.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity by providing support and information to parents in transition phases (9th grade transition meeting, MOWR, etc.) during their child's high school experience.

- **Just in Time Intervention**

Just in Time Intervention is provided in critical needs areas during the entire lunch/C25 period for students to relearn, remediate and practice standards. Intervention is structured to catch students before they fail and to provide literacy based practice.

- **10th grade NTI Room (Not Turned In Room)**

Students will be assigned to a NTI (not turned in) room when they fail to turn in assignments. This is a continuation of the 9th grade NTI room and stems from the "we care about you too much to let you fail" mentality. Students will spend their C25/lunch hour in the NTI room completing work until it is done.

- **9R Group Focus**

Students not matriculating to the 10th grade will be the focus of the 9R Group as this group has historically had a higher incidence of discipline and attendance issues. Focused interventions such as specific C25 classes, small group discussions, credit recovery opportunities, Gateway prep, etc. will occur throughout the school year with this specific group.

- **9th/10th Language Arts Block**

Students failing 9th grade Language Arts are placed in a block class where they can successfully complete requirements for both 9th and 10th grade Language Arts.



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- **Additional Data Clerk to manage student attendance**

An additional Data Clerk will manage tardies, AWOLs, and all data/letters home regarding attendance. This will reinforce the message that school attendance is of the utmost importance.

- **Connect 25**

Students will attend a 25 minute class during lunch to receive support in all academic classes as well as advisement.

- **Credit Recovery**

Students will be afforded opportunities to recover credits through innovative use of module based online instructional formats as well as through traditional classes offered during lunch/C25 and after school. Foreign Language class credits as well as some traditional Language Arts credits are taught as an embedded model or as a block differing from our traditional class allowing students to earn back lost credits.

- **Effective Course Teaming**

Course Team Leads will be provided staff development on effective course teaming. As part of this staff development a rubric for effective course teaming will be developed to guide their practice. Teachers will understand that the goal of effective course teaming is to reduce the variability in the quality of instruction on the high end. They will learn to:

1. Use research based instructional strategies.
2. Develop common assessments.
3. Turn data gleaned from these common assessments into useful information. Teachers will compare results and be willing to share best practices with the goal being for a teacher whose students scored poorly on a particular AKS strand to look to the teacher whose students scored best for best practices regarding the delivery of that material.

- **Extended Learning Time**

Students who have failed critical courses will be provided extended day opportunities to participate in credit recovery and/or a summer program in order to regain credit.

- **Focused Flex Days**

Within C25 Focused Flex Thursday and Friday will have three areas of focus:

1. Based on the needs identified during "Pulse Check Mondays" students will be permitted to transition to teachers who are best able to help students meet those particular needs on the "Focused Flex Thursday and Fridays".
2. To specifically focus on SAT preparation through vocabulary development.
3. To provide grade level specific guidance for upcoming events such as Milestones, Gateway, graduation, etc.

- **Lunch Lab/Summer Program To Remediate Failure Rates In Critical Subjects**

Students who have failed will be provided extended day opportunities to make those credits up by taking classes in a computer lab outfitted by Gwinnett Online Campus. This partnership allows students to either take classes they have failed or a class they have not taken yet. Classes will also be offered using the Hybrid Online model with support from a content teacher. Upperclassmen are prioritized.

- **Ninth Grade Academy**

*Ninth grade students will receive support in an academy model. Students will be housed on the third and fourth floors for the majority of their day. They will receive specific interventions designed to help increase passage rates.

*A designated Assistant Principal and counselor will be stationed in the ninth grade academy to provide support to teachers, students, and parents. The assistant principal and counselor will work toward building a culture among the teachers that emphasizes a "we care about you too much to let you fail" attitude.

*Students will be assigned to targeted Connect 25 intervention classes during their lunch periods based on identified



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need/course grades. These assignments will be fluid to allow for students to remain with teachers who are positioned to address that student's greatest academic needs.

*Students will be assigned to a NTI (not turned in) room when they fail to turn in assignments. This stems from the "we care about you too much to let you fail" mentality. Students will spend their C25/lunch hour in the NTI room completing work until it is done.

*Connect 25 teachers will be equipped as graduation coaches to help students have a clear understanding of how their progress will impact graduation.

*The most at risk students will be provided mentoring in our Community Mentoring program which pairs community leaders with these students to focus on life skills and academic progress.

*Students leaders from the upper grades will partner with ninth grade C25 classes to tutor and mentor students.

*Celebration/Recognition- Students will work toward rewards using a Big Board incentive system that gives credit for maintaining good grades, behavior, and attendance.

*Stakeholders including students, parents, and staff will be engaged and informed through the publication of a ninth grade newsletter. A "parent conference action plan" has been developed to facilitate meaningful collaboration between home and school.

*A Wildcat Experience will be held over the summer to acclimate upcoming ninth graders to the expectations and culture of the ninth grade academy.

• **On Time Intervention**

Teachers will use frequent formative assessments within the class period to determine student needs using a combination of eClass, Plickers, white boards, effective questioning techniques, etc. Through the use of these formative assessment strategies teachers will have a plan to differentiate to meet the needs of students who are not understanding the concepts, students who are on track, and students who have already shown mastery. These methods will inform teacher practice as it relates to planning for summative assessments. Course teams will have intervention schedules and plans to provide opportunities for students to receive on time interventions.

• **Partnership with Phoenix High School**

Duluth has partnered with the new Sugarloaf Mills campus of Phoenix High School as an avenue for our non-traditional students to consider. By working closely with Phoenix, hosting orientations at Duluth and by pairing Phoenix staff with Duluth non-traditional students the students are encouraged to explore the academic and career opportunities offered by Phoenix High School.

• **Process Focus to for staff to track students**

Counselors, registrar, administrators, and SASI clerk will follow clear processes for tracking the graduation rate for each cohort (see attachment). This will include having a sound process in place to track withdrawals and ensure that record requests have been recognized in real time as well as tracking no shows and paneled students. Students identified as Off Track in the Cohort Analyzer will be assigned to staff for the purpose of developing a plan to get them back on track.

• **Pulse Check Mondays**

Teachers will be provided with a one page spread sheet detailing the grades in each class for each student. Teachers will circulate the room and ensure that the students have their current weekly grade. They will then briefly discuss ongoing progress and goals. Within the C25 structure, on Mondays students will complete a "student progress sheet" detailing their target goals for grades and attendance in each of their classes. They will document their progress toward these goals and discuss with their teacher each Monday. Based on the noted progress in each of their classes students will then complete a "pulse



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check journal" detailing what assignments are due that week, what assignments they need to make up, and what action they needed to take to prepare for these assignments. This would include indicating which teachers they may need to see on their "flex Thursday and Friday". Teachers will be trained to monitor student credit progress and will use time during Pulse Check Monday to advise students on what credits they need to graduate.

- **STEAM/ D.R.E.A.M.S. Programs**

Duluth High School will make grade level wide cross curricular connections to develop overarching projects and problems that have applications in each subject area. This will include foreign language.

The D.R.E.A.M.S. program will be implemented to provide continuity between the middle school project based model of learning and the high school 9th grade academy.

- o **Annual Goal**

Duluth High School CCRPI score for the 2017-2018 year was 81.4. Duluth's score will increase to 85% for the 2018-2019 school year.

Implementation Design

- **Building Parent Capacity**

Building Parent Capacity

- **Document Based Writing**

Teachers across content areas will begin to incorporate open ended questions that require Depth Of Knowledge three and four levels of understanding in an effort to prepare students for the Milestone assessments. Teachers across curriculum areas will incorporate document based writing opportunities into formative assessments.

- **Effective Course Teaming**

Course Team Leads will be provided staff development on effective course teaming. As part of this staff development a rubric for effective course teaming will be developed to guide their practice. Teachers will understand that the goal of effective course teaming is to reduce the variability in the quality of instruction on the high end. They will learn to:

1. Use research based instructional strategies.
2. Develop common assessments.
3. Turn data gleaned from these common assessments into useful information. Teachers will compare results and be willing to share best practices with the goal being for a teacher whose students scored poorly on a particular AKS strand to look to the teacher whose students scored best for best practices regarding the delivery of that material.

- **Long Term Goal**

We will build our parents' capacity to support their children's academic achievement by implementing the activities identified in the Parent Involvement Policy and School/Parent Compact.